Adam Miller LLED 314 Hugh Rockett Romeo and Juliet Lesson Plan Due Dec 4th 2003

William Shakespeare's

Romeo and Juliet: Bringing the Text to Life

Grade Level: 10 Subject: English Duration: 4 weeks Duration of Lessons: 75 minutes (includes 20 min silent reading)

Global Rational

Romeo and Juliet is one of the most famous plays written, and for grade 10s, it is a great introduction to Shakespeare. As adults, we might have forgotten how relevant the themes in Romeo and Juliet are to adolescents who, in the throws of egocentricism, are most likely to regard their romantic relationships to be as epic and universal as that of Romeo and Juliet. Compared to another "grade 10 Shakespeare play" like Julius Caesar, *Romeo and Juliet* is a vibrant, topical piece with themes of forbidden love that adolescents at the grade 10 level can easily identify with. Living in a multicultural society means that sometimes there are pressures to date within one's own culture so the taboo relationship forbidden by parents is as relevant today as it ever was.

Aside from the themes of the play, the actual plot of *Romeo and Juliet* (R&J) is exciting and easy to follow, and for grade 10s, it's language is challenging but not inaccessible. Also, the Leonardo DiCaprio/Claire Danes film version of the play is popular with students, and it is an effective modern day take on the story. With an emphasis on fun, dramatic activities, and performance, the play will leap from the page to the stage, and the story of R&J will be accessible, fun, and interesting to students at the grade 10 level.

<u>Note</u>

This unit is planned for a specific grade 10 class. It is school policy for students of all grades to engage in 20 minutes of silent reading in their English and Social Studies classes. For the most part, the lessons work around the twenty minutes

of silent reading; also, it is necessary to complete most of the reading of the play during class time.

Desired Learning Outcomes

Objectives:

- ✓ Students will get a grasp of who Shakespeare is and why we study him.
- SWBAT describe Shakespeare's stage and the times that he lived in (comprehension)
- ✓ Students will gain familiarity with Shakespeare's style and language by blocking, rehearsing, and performing a scene from R&J in groups (strategies and skills)(presenting and valuing)
- SWBAT locate and interpret examples of literary techniques, including symbolism, theme, paradox. (*strategies and skills*)
- ✓ Students will have a clear understanding of the plot and themes of R&J. (critical analysis)
- ✓ SWBAT critically compare and contrast the play with the Baz Luhrmann movie as well as critically analyze it. (*critical analysis*)
- Students will improve their critical thinking; they will think beyond simple who, what, and where questions (engagement and personal response)
- ✓ Students will form a foundation of knowledge, and an approach to Shakespeare that they will build upon in studying subsequent Shakespeare plays. (comprehension)(strategies and skills)
- Students will practice their group-work skills by working in pairs and small groups on activities and projects. (working together/building community)
- Students will practice, in class discussions, articulating their views and ideas connected to the play. (communicating ideas and information—presenting and valuing)

Possible Activities to Use with this Unit

Shakespearean Snowball Fight!

Students write down their ideas/feelings about Shakespeare onto a piece of paper and then crumple them up into paper balls and throw them around the room at one another. After a few minutes, everyone picks up a random "snow ball" and reads the statement on it out to the class; this assures that students can express their feeling in anonymity.

PowerPoint Narrative

Students learn how to use PowerPoint and then develop a PowerPoint presentation using music, pictures, etc. to tell the narrative of a play. This is a good way to incorporate technology into the class while learning the content.

Collage Puppets

Before the class reads the Shakespeare play they cut out pictures of celebrities from fashion magazines and glue them to popsicle sticks; they will make a puppet for each main character. When the play is being read aloud by the class, the student reading a part hold up the puppet for the character they are reading.

Reenact a Scene with Modern Dialogue

Students reenact a scene from the play changing the setting to modern times and speaking in a colloquial dialect. Paraphrasing the scene this way is a fun way to demonstrate comprehension of the play's stories, ideas, and themes.

Write a New Scene

Have the students write a new scene for the play that explores one of the characters in more detail, for example, one of the minor characters. Also, the students could write a scene for events that happened off-stage in the original play.

Write A Dramatic Monologue

Write a dramatic monologue for one character, exploring his/her thoughts, feelings, mood, ambitions, as well as their general outlook on life. This can be done in prose, or for the more adventurous, iambic pentameter!

Insult Game

Give students the Shakespearean insult list and have them practice hurling insults at one another. This is a great warm up/hook to do before reading the play as a class.

<u>Journal</u>

Have students keep a play-journal to record their answers to unit questions, hook questions, and any other reflections they are asked to write. They can also use their journals to write down any words they don't understand. Also, the journal must contain a half-page response to each scene in the play. The idea is to get

students to think about what they are reading and to get them to articulate their responses to the play. The journals can be collected and marked once a week.

Talk Show Role Play

The class stages a Oprah/Springer-like TV talk show with groups of students taking turns being the "guests" on the show (characters from the play) and the class being the audience. Have the class break into groups and cast themselves as characters from the play. Some of the main characters will be repeated, but try to get as many minor characters involved as well. Have the students don name tags for their characters. Also, everyone in the class must prepare a question for the "guests" to answer in-character while they are role-playing their character in front of the class. The students in the "audience" must write down the character's response to the question in their journals and later say whether they agree or disagree and why. The teacher can be the host in order to facilitate the discussions. Don't forget, there can also be surprise guests like Paris and Tybalt.

Tableau/Freeze Frame

The students, in groups, depict sections of the text in static pictures. The focus is not only on the body language of the individual characters but on the relationships between the characters. Instead of a quiz, students can get into groups and create tableaus to demonstrate their knowledge of the events in a play.

Newspaper/ "The Verona Times"

Working in pairs, students create a newspaper about the events depicted in *Romeo in Juliet.* They must include 3 news stories (two depicting major events of the play, and another an interview with one of the families), an editorial on the events, and obituaries for Romeo, Juliet, Paris, and Mercutio. They can also include a political cartoon satirizing the problems in Verona. The Students must also include two photos shot by a reporter, as well as a name for their Newspaper. Also, students must decide, in advance, if their paper is a sensational publication like *The Province* or a serious publication like *The Globe and Mail*; they must then write in the appropriate tone. The newspaper can be displayed on poster-board so that it can be posted in the classroom upon completion.

Verona News Desk

Students can script a news broadcast like the nightly news or they can report the events of the day (the events of the play) as breaking news. Students perform their broadcasts for the class.

Character Brain Map

Students draw a diagram of a character's brain and show what percentage a character's brain is occupied by which thoughts. The brain maps should identify

personality traits, motivations, moods, actions, temperament, and other significant aspects of the character's minds.

Letter to Romeo or Juliet

Write a letter form the Montagues to Romeo, or the Capulets to Juliet, expressing their disappointment in their son's or daughter's decision to elope with one of the enemies of the family. The letter must state the parents point of view, the reasons for their disappointment, and their solution to the predicament.

Block, Perform, and Film a Scene from the Play

Students are divided into groups at the beginning of the unit and then they are given class time to work on their scenes as the unit progresses. The students are responsible for directing, blocking, and performing their own version of a scene. They can change the setting (put in it modern times), change the concept (set it in an office, a high school etc), but they must not change any of the words, or cut any of the dialogue. The teacher should probably select the scenes because it will all be filmed and then edited together into a video and then shown to the class as a review of the play; the collected scenes should create a abridged version of the play. The students should memorize their lines because they have weeks to prepare for their performance. A good idea would be to have a tutorial on acting, directing, and blocking with the school drama teacher. The better the performance, and the more serious the students take it, they more they will get out of it.

*If some students do not feel comfortable performing then the groups can be broken up into roles: director, stage manger, actors, etc. This will ensure that shyer students fully participate and learn from the activity.

Spot the Line, Win a Prize!

Before the class starts reading the play, distribute key lines from the play on strips of paper to the students; each students gets a different quote from the play. When the students hear their lines come up during the reading of the play, they have 15 seconds to "declare" their line and receive a prize.

Assessment:

UNIT/100

 Mark for In-class Group Work And Participation 	/10
✓ Letter to Romeo and Juliet	/5
✓ Character Brain Map	/5
✓ Talk Show Presentation	/10
✓ Newspaper Articles	/15
✓ Unit questions	/15
✓ Journal Assignments	/20
✓ Play Presentation and Video	/20

Holistic Overview of Romeo and Juliet Unit Plan Duration: 4 weeks (21 lessons)

Day	Act / Scene	Class Activity	Notes
1	Introduction	PowerPoint Activity Shakespeare in Love video clip	
2	Performance puppets	Make puppets Secret Lines handed-out	
3	Act 1, i-ii	Read i-ii, Get into performance groups	
4	Act 1, iii-v	Love at First Sight Worksheet Journal Entries	
5	Act 2 i-iii	No activity; class reading and discussion	
6	Act 2 iv-vi	Letter to Young Lovers Activity	
7	Act 3 i-ii	Queen Mab speech; discussion Read Act iii-v for homework	
8	Act 3 iii-v	Tableau of Act 3. i Soliloquy Activities	
9	Act 4	Plot handout/worksheet	
10	Act 5	No silent reading Small activity—class discussion.	
11	Newspaper Article	Assign <u>Newspaper Article</u> and <u>Timeline Puzzle</u>	
12	Newspaper Article/talk -show Presentation	Work on <u>Newspaper Article</u>	
13	Talk Show Presentations	Work on <u>Newspaper Article</u>	
14	Talk Show Presentations	No silent reading Talk show Presentations; questions from the audience	
15	Watch Movie	No silent reading Baz Lurhmann's Romeo and Juliet (part 1, 60 min) Movie/Play comparison worksheet	
16	Watch Movie	No silent reading Baz Lurhmann's Romeo and Juliet (part 2, 60) Movie/Play comparison Worksheet	
17	Class Time for Scene Practice	Students get into groups and rehearse; make props	
18	Scene Performance	Students perform and videotape their scenes	
19	Editing	Mac Lab film editing tutorial	
20	Editing	Groups edit their presentations	
21	Final Presentations Shown to Class	Watch the presentations as a class	
	1	Evaluate their own presentations	

- (1) SWBAT describe the historical background of Elizabethan England.
- (2) SWBAT describe what the Shakespearean stage looked like, how it differed from a modern stage, and how stage performances were different.
- (3) SWBAT be able to describe briefly the life and career of Shakespeare.

Silent Reading (20 min)

<u>Hook:</u>

(1) True or False quiz on Shakespeare (see appendix); discuss answers as a class. (15 min)

Procedure:

- (1) Distribute Shakespeare's Stage Interactive worksheet. (2 min)
- (2) Watch brief video clip of R&J performance scene in film *Shakespeare in Love.* (10 min)
- (3) PowerPoint presentation on Shakespeare's stage; students fill out worksheet during the presentation. (20 min)

Conclusion/Closure:

Quiz: Students take out a sheet of paper and quickly write down 5 things they have learned about Shakespeare's stage and 5 things they have learned about Shakespeare's life. Quizes are collected for their presentation mark. **(5 min)**

<u>Resources</u>

Shakespeare in Love video Laptop and PowerPoint presentation

- (1) Students will assign a face to each character in order to make the reading of the play seem more real.
- (2) Students will gain background information on the play they are about to study.

Silent Reading (20 min)

Introduction/Hook:

Students write down their responses to the following question in their journals:

- (1) Write down five things you know about Shakespeare.
- (2) Why do we study Shakespeare?
- (3) Class brainstorms their answers on the board and we discuss them as a group. (15 min)
- (4) Discuss.

Procedures:

- (1) Brief introduction to the play
- (2) Students make stick puppets for the reading of the play (30min)
- (3) Students receive Secret Lines for in-class readings (see list of activities)

(10 min)

Conclusion/Closure:

Stick puppet actors are to be finished for homework.

Assessment/Evaluation

Students are told that a part of their participation mark depends on their participation in the class readings of the play.

Resources

-A 20-30 used fashion or *People* magazines with lots of pictures of people in them.

-Box of 200 popsicle sticks

-5 tubes of glue

- (1) Students will read and "perform" the script as they take turns reading aloud as a class.
- (2) Students will learn what an opening monologue is.

Silent Reading (20 min)

Introduction/Hook:

(1) As a warm up to the reading of the play, students will play the Shakespeare insult game. (see list of activities) (10 min)

Procedures:

- (1) Read the opening monologue as a class; quickly discuss what it is.(7 min)
- (2) Read ACT 1 scene i-ii as a class. (25 min)
- (3) Discuss the events as a class; answer any questions. (10 min)
- (4) Students get into presentation groups and discuss the scene they are going to perform **(10 min)**

Assessment/Evaluation

(1) Students will receive a handout for their presentations which will start after we finish the reading the play

Conclusion/Closure:

Question for journal writing:

- (1) How does you like the beginning of the play?
- (2) Do you find the language difficult?
- (3) What do you think will happen next?

<u>Resources</u>

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Learning Objectives:

(1) Students will respond to their feelings about the play in a R&J Journal.

Silent Reading (20 min)

Introduction/Hook:

Students will write down their answers for the following questions in their journals:

- (1) Do you believe in love at first sight?
- (2) Can two people fall in love and know that it is forever?
- (3) Discuss.

(10 minutes)

Procedures:

- (1) Read scenes iii-v as a class (25 min)
- (2) Discuss the idea of love at first sight in relation to scene v (5 min)
- (3) Handout and explain Character Brain Maps (see list of activities) (15 min)

Assessment/Evaluation

Character Brain Map assigned for homework.

Questions about Pros and Cons of Arranged Marriages and Choosing your own mate to completed in Journal.

Conclusion/Closure:

<u>Resources</u>

- (1) Students will discuss the issue of arranged marriages and the freedom to chose your own mate.
- (2) Students will work in groups to author a fictitious letter to characters in the play.

Silent Reading (10 min)

Introduction/Hook:

Question for journals:

- (1) In Romeo and Juliet's times, marriage was forever. Has this notion of marriage changed in recent times?
- (2) Do you agree with arranged marriages?
- (3) Discuss.

(10 min)

Procedures:

- (1) Read Act II scenes iv-vi (25 min)
- (2) Discuss the marriage of Romeo to Juliet (10 min)
- (3) Working in pairs, the students will a write a letter from one of the newlywed couples parents to their child, explaining their disappointment in their son/daughter for going against them and eloping.(see list of activities)

(20 min)

Assessment/Evaluation

Students will receive a mark for their letters towards their final mark for the unit.

Conclusion/Closure:

Students will finish letters for homework.

<u>Resources</u>

Romeo and Juliet Lesson #8 75 minutes

Learning Objectives:

- (1) Students will be able to define the term soliloquy and how it differs from a speech.
- (2) Students will understand the purpose of a soliloquy and how it contributes to a Shakespeare play.
- (3) SWBAT explain how a playwright uses a soliloquy as a powerful dramatic device to get information across to the audience.
- (4) SWBAT define the word: omniscient.

Silent Reading (20 min)

Introduction/Hook:

Play a scene from a movie with a character speaking in a voice over in order to tell the audience about themselves. (2 min)

Procedures:

- (1) Students have read Act 3, scenes iii-v for homework.
- (2) Read Hamlet's *Too, Too Solid Flesh* soliloquy as a class. **(15 min)**
- (3) Brainstorm ideas and responses as a class. (10 min)
- (4) Compare Mercutio's *Queen Mab* speech to Hamlet's soliloquy as a class. **(10)**
- (5) Work on Power of the Soliloquy questions as a class (includes soliloquy assignment) (10 min)

Assessment/Evaluation

Students will write their own soliloquy (in prose format) for another character in the play, showing their motivations, wants/desires, outlook on life (see Power of the Soliloquy in appendix)

Conclusion/Closure:

A soliloquy can communicate characters' thoughts, feelings, and intentions—an inner monologue. The soliloquy is also an important dramatic device (especially in Shakespeare's plays) that a playwright uses to get information across to the audience. **(7 minutes)**

Resources

- (1) Students will review their reading by performing a tableau that captures the essence of the plot so far.
- (2) Students will be able to articulate the importance of plot development.
- (3) Students will play the Shakespearean Insult Game.

Silent Reading (20 min)

Introduction/Hook:

Students play the Shakespearean Insult Game (see list of activities) (10 min)

Procedures:

- (1) Read Act 4, and Act 5 scene i as a class. (25 minutes)
- (2) Discuss plot developments; Juliet drinks sleeping potion, family thinks she is dead, Romeo receives message she is dead, buys poison, intends to die beside Juliet, etc. (10 minutes)
- (3) Students perform a tableau capturing the main ploy point of the play. (15 min)

Assessment/Evaluation

Students do plot development worksheet for homework.

Conclusion/Closure:

Quiz on plot: students must list three things a play should do (5 min)

<u>Resources</u>

- (1) Students will learn the definitions tragedy and comedy, and they will be able to articulate whether R&J is a tragedy or comedy.
- (2) Students will summarize their knowledge and understanding of the play through a newspaper activity

No Silent Reading (0 min)

Introduction/Hook:

Questions to the class:

- (1) What is a comedy? Give an example of a movie that is a comedy?
- (2) What is a tragedy? Give an example of a movie that is a tragedy?
- (3) In what other contexts do we hear the word *tragedy*? (10 min)

Procedures:

- (1) Give class the textbook definition of comedy and tragedy; go over it with them. (10 min)
- (2) Students get into think-pair shares and discuss whether or no R&J is a typical tragedy; discuss answers as a class. **(15 min)**
- (3) In pairs, students rewrite the basic story of Romeo and Juliet (one paragraph), assigning tragic flaws to the characters to make the story a "real tragedy." (15 min)
- (4) Assign Newspaper project to the class (see list of activities) (10 min)
- (5) Students get into pairs and plan out their newspaper assignments.

(10 min)

Assessment/Evaluation

Students have 10 days to complete their assignments for a mark toward their over all unit mark.

Conclusion/Closure:

Quiz: Give an example of comedy and a tragedy. (2 min)

<u>Resources</u>

Poster boards, pencil crayons, scissors.

- (1) Students will explore the issues of R&J and further develop their understanding of the characters by performing a talk show role play.
- (2) Students will formulate critical thinking questions to be explored in the talk show.

No Silent Reading (0 min)

Introduction/Hook:

Question for the class discussion:

- (1) If Shakespeare had written R&J in 2003, would the ending still be the same?
- (2) Discuss.

(5 min)

Procedures:

- (1) TV talk show role-play: students nominate other classmates to be the guests on the talk show—the roles of Romeo, Juliet, their parents, Friar Laurence, etc. There must also be a few surprise guests who confront the guests (Paris, Tybalt, Nurse); the teacher could be the host. (10 min)
- (2) While the "guests" are rehearsing for the role play, the rest of the class must formulate questions to ask the guests; these questions must pertain to the themes of the play, the story, and the motivations of the characters.

(15 min)

(3) Perform role play. (25 min)

Assessment/Evaluation

In their Journals, the students must record the answers to the questions they asked the guests and say whether or not they agreed with them.

Conclusion/Closure:

Journal Question for homework:

If the character in Romeo and Juliet went on TV talk show, would their issues have been resolved and "tragedy" avoided?

Resources N/A

(5 min)

Learning Objectives:

- (1) SWBAT compare and contrast the play with the Baz Luhrmann movie version.
- (2) SWBAT to talk about whether or not they like the Baz Luhrmann movie version of R&J.
- (3) SWBAT describe how they would film their own version of the play and who they would cast and why.

No silent reading (0 min)

Introduction/Hook:

Question to the class:

- Should directors make modern versions of Shakespeare's plays or should they stay with traditional versions? What is a traditional version? (10 min)
- (2) Discuss.

Procedures:

- (1) Discuss fact that Shakespeare has never been performed with the proper historical context until the 20th century. **(10 min)**
- (2) The class watches the first half of Baz Luhrmann's *William Shakespeare's Romeo and Juliet.* **(50 min)**

Assessment/Evaluation

Students write down in their journals their impressions of the first half of movie.

Conclusion/Closure:

Journal Questions: Do we like the casting of the movie? How does this version compare with the vision of the play you formed in your head as you read it?

<u>Resources</u>

Baz Luhrmann's William Shakespeare's Romeo and Juliet video (120 min).

- (1) Students will block out a scene and think beyond the text in order to bring Shakespeare from the page to the stage.
- (2) Students will get experience watching Shakespeare acted out live.
- (3) Students will all take part in acting out a scene from R&J.
- (4) Students will get practice speaking Shakespeare's lines in lambic pentameter.

No Silent Reading (0 min)

Introduction/Hook:

- (1) Why do we perform Shakespeare instead of just reading his plays?
- (2) Do we have to be skilled actors to perform and enjoy a play? (7 min)

Procedures:

- (1) In their performance groups, students act out their scenes for the rest of the class (60 min)
- (2) The performances are videotaped by different students in the class.

Assessment/Evaluation

Students give feedback to one another on their performances, as well as their own performances.

Conclusion/Closure:

Journal Question:

(1) Has performing a scene helped you to understand it better?

<u>Resources</u>

N/A, other than the props or costumes the students might have brought in.

- (1) Students provide feedback to their peers on their scene performances
- (2) Students will learn from their own reading and performing as well as that of their peers; they will see the play come to life from the page to the stage.
- (3) Students will evaluate their own progress.

Silent Reading (20 min)

Introduction/Hook:

Question to the class:

Must Shakespeare be performed to be believed? (10 min)

Procedures:

(1) The class watches their performances on video. (25 min)

Assessment/Evaluation

Students will evaluate their own performances and hand their evaluation in at the end of the class. **(10 min)**

Newspaper Articles are handed in for marking.

Conclusion/Closure:

(1) Students take out their original impressions of Shakespeare from the first lesson; class discussion:

Has anyone's impressions of Shakespeare changed from what they originally wrote down? (10 min)

(2) Students write down a paragraph response to the above question in their journals; journals will be collected at the beginning of next class and assigned a mark.

<u>Resources</u>

Resources

The Friendly Shakespeare by Norrie Epstein

This is the very best book for stimulating interest in Shakespeare's works. It contains fascinating facts, discussions of each play, great pictures, as well as a chapter on the film versions of Shakespeare's plays—invaluable!

✤ <u>Shakespeare's Language</u> by Frank Kermode

A fascinating book that traces the development of Shakespeare's language throughout his plays.

◆ Who's Who in Shakespeare by Wendy Nelson-Cave

An alphabetically-arranged book that covers every character in Shakespeare's plays as well as all the troublesome vocabulary.

William Shakespeare: The Extraordinary Life of the Most Successful Writer of All Time by Andrew Gurr

An invaluable classroom resource. It is a essentially a 300 colourphotograph picture book that shows exactly what life was like in Shakespeare's times. Andrew Gurr is an authoritarian on the subject.

- William Shakespeare's Romeo and Juliet (movie, 1996) (Leonardo DiCaprio/Claire Danes version)
- http://shakespeare.palomar.edu/lambtales/LAMBTALE.HTM

Lamb's Tales: This is a website that has all the Shakespeare plays told in narrative format. A great way to quickly review a play.

http://shakespeare.palomar.edu/default.htm

Mr. Shakespeare and the Internet: The biggest and best Shakespeare website; includes timelines, synopsis, links to complete works, as well as other oddities to make Shakespeare more engaging and fun.

* http://sites.micro-link.net/zekscrab/index.html

Shakes Sphere: A great site for teachers with lots of interesting articles exploring different aspects of Shakespeare's artistry.

Appendix

A Timeline of What Happens in Romeo and Juliet

Rearrange the following events into the proper sequence:

Day ____

- Juliet's wedding to Paris is moved to Wednesday.
- Juliet is told she will marry Paris.
- Juliet returns and apologizes to her family.
- Juliet takes the potion at night.
- Juliet goes to Friar Laurence to get a potion.
- Romeo leaves Juliet at dawn.
- Friar Laurence sends a message to Romeo.

Day ____

- Invitations to Capulet's masked ball are sent.
- Lord Capulet promises Juliet's hand to Paris.
- Romeo and Juliet meet and fall in love.
- After the ball, Romeo comes to Juliet's balcony and they profess their love for each other.
- The Capulets and Montagues fight in the street

Day ____

- Romeo drinks poison, dies.
- Romeo returns to Verona.
- Juliet is placed in the Capulet tomb.
- Juliet is discovered at dawn.
- Romeo goes to Juliet's tomb, kills Paris.
- Romeo is told Juliet is dead.

Day ____

- The two feuding families are reconciled.
- Juliet wakes and, discovering Romeo dead, kills herself.

Day ____

- Juliet's marriage to Paris is arranged for Thursday.
- Romeo and Juliet marry in the afternoon.
- Romeo kills Tybalt after the marriage.
- Romeo visits Friar Laurence at dawn.
- Romeo spends the wedding night with Juliet.
- Juliet sends a message to Romeo later that morning.

Time Line Answers

A Timeline of What Happens in Romeo and Juliet

Day 1 SUNDAY

- The Capulets and Montagues fight in the street.
- Lord Capulet promises Juliet's hand to Paris.
- Invitations to Capulet's masked ball are sent.
- Romeo and Juliet meet and fall in love.
- After the ball, Romeo comes to Juliet's balcony and they profess their love for each other.

Day 2 MONDAY

- Romeo visits Friar Laurence at dawn.
- Juliet sends a message to Romeo later that morning.
- Romeo and Juliet marry in the afternoon.
- Romeo kills Tybalt after the marriage.
- Juliet's marriage to Paris is arranged for Thursday.
- Romeo spends the wedding night with Juliet.

Day 3 TUESDAY

- Romeo leaves Juliet at dawn.
- Juliet is told she will marry Paris.
- Juliet goes to Friar Laurence to get a potion.
- Juliet returns and apologizes to her family.
- Juliet's wedding to Paris is moved to Wednesday.
- Juliet takes the potion at night.
- Friar Laurence sends a message to Romeo.

Day 4 WEDNESDAY

- Juliet is discovered at dawn.
- Juliet is placed in the Capulet tomb.
- Romeo is told Juliet is dead.
- Romeo returns to Verona.
- Romeo goes to Juliet's tomb, kills Paris.
- Romeo drinks poison, dies.

Day 5 THURSDAY

- Juliet wakes and, discovering Romeo dead, kills herself.
- The two feuding families are reconciled.

Power of the Soliloquy: Questions.

Can soliloquies takes place at the beginning, middle, or end of a play? Why or why not?

What do you think is the function of a soliloquy in a play? What does a soliloquy express that normal dialogue cannot?

What can a soliloquy tell us about a character? Discuss at least three things.

On a separate piece of paper, write a 10 line (prose form) soliloquy for another character in *Romeo and Juliet*. Describe the character's thoughts, ambitions, wants/desires, and outlook on life.

Shakespeare: True and False

- In Shakespeare's time, you had to have a license to put on a play.
- ____ There was no censorship like there is today. Playwrights and acting companies could do whatever they wanted.
- ____ Both rich and poor people went to Shakespeare's play's; they were the popular like movies are today.
- ____ Shakespeare wrote mostly in Latin; when his works were translated a hundred years ago, they became really popular with English-speaking people.
- ____ Most of Shakespeare's plays were performed at the Globe Theatre.
- ____ Everyone had to stand during a play but rich people could pay extra and sit on the stage.
- ____ Popcorn and apples were the most popular treats of the day.
- ____ You were not aloud to drink during a play, and if you threw fruit at the actors you could go to jail.
- ____ Shakespeare was born in 1564 and died in 1616.
- ____ Playwrights were not considered serious artists in their day.
- ____ Shakespeare wrote a lot of critically acclaimed plays, but died poor and penniless in a tavern.
- His most popular play was Titus Andronicus which featured people being killed, ground up into flour, and served as bread to other people.

- ____ There was no copywriting in Shakespeare's day, and other actors wrote down Shakespeare's plays during performances and put on the same play with their theater companies.
- ____ Shakespeare was famous for his elaborate, realistic props which won him many theatre awards.
- Women were not permitted to appear on stage, and *Romeo* and Juliet was performed with a young boy playing Juliet.
- ____ There were no directors in Shakespeare's time; the actors directed the plays themselves.
- Playgoers during the Renaissance were mostly illiterate and didn't understand the language; they just enjoyed the costumes and the party-like atmosphere of a Shakespeare play.
- ____ Shakespeare himself was well known actor.

Scene Summary Index

- <u>Prologue</u>: The Chorus tells us the plot of the play, and what kind of play it is.
- Act 1, Scene 1: Sampson and Gregory, servants of the house of Capulet, go out looking for trouble. . . . Sampson and Gregory almost pick a fight with Abraham and Balthasar, servants of the house of Montague. . . . Seeing a Capulet kinsman, Sampson and Gregory start to fight with Abraham and Balthasar. Benvolio tries to stop the fight, but Tybalt enters and attacks Benvolio. The citizens of Verona attack both the Capulets and Montagues. Capulet and Montague try to join the fight, but are restrained by their wives. . . . Prince Escalus stops the riot, threatens everyone with death, and takes Capulet with him, leaving Benvolio alone with Montague and Lady Montague. Lady Montague asks where Romeo is, and Benvolio answers that he was up before dawn, wandering in the woods. The Montagues say that Romeo is afflicted with strange sorrows, and Benvolio offers to find out what's wrong with him. . . . Seeing Romeo coming, Montague and Lady Montague leave Benvolio alone to speak with their son. Benvolio soon discovers that Romeo's problem is that he loves a woman who doesn't return his love. Benvolio tries to get Romeo to say who it is he loves, but Romeo won't. Benvolio also tries to get Romeo to solve his problem by looking for another woman, but Romeo seems determined to love and suffer.
- <u>Act 1, Scene 2</u>: Paris asks Capulet for Juliet's hand in marriage. Capulet thinks she's too young, but tells Paris to woo her, and invites him to a feast that night. Capulet sends the servant out to invite other guests to the feast... Benvolio is still trying to talk Romeo into considering other ladies when they are interrupted by the Capulet servant, who asks Romeo to read something for him. It is a list of guests at Capulet's feast that night. Thus Romeo discovers that Rosaline, his beloved, will be at the feast. Benvolio challenges Romeo to go to the feast and compare Rosaline with other beauties. Romeo says he will go, but only to rejoice that Rosaline is most beautiful of all.
- <u>Act 1, Scene 3</u>: Lady Capulet wants to have a serious conversation with Juliet, but the Nurse interrupts with a long reminiscence about Juliet's weaning and what Juliet said about falling on her back. Lady Capulet tells Juliet that Paris wants to marry her, and urges her to look him over and see that he is the husband for her. Servants come to call everyone to the feast.
- <u>Act 1, Scene 4</u>: Mercutio tries to persuade Romeo to dance at Capulet's feast, but Romeo insists that he is too sadly love-lorn to do anything but hold a torch. Then Romeo says that it's not wise to go to the feast at all, because of a dream he had. . . . Mercutio mocks Romeo's belief in his dream by going on and on about "Queen Mab," but Romeo is sure that some terrible fate awaits him. Nevertheless, he goes into the feast with his friends.
- <u>Act 1, Scene 5</u>: At Capulet's house, Romeo and his friends enter as preparations are being made for the dancing. The musicians are tuning up, and the servants are hurrying to clear away the remains of the feast. . . . Capulet enters, greets the masked strangers, and invites them to dance. Romeo sees Juliet and says to himself that this is the first time he's seen true beauty. Tybalt recognizes Romeo and sends for his sword, but Capulet orders Tybalt to do nothing. Saying that he'll make Romeo pay, Tybalt leaves. . . . Romeo holds Juliet's hand, and begs a kiss, which she gives him. They kiss again, and then both are called away. As everyone is leaving, they each learn the name of the other, and they each exclaim upon the fate that has made each fall in love with his/her enemy.
- <u>Act 2, Prologue</u>: The Chorus tells us that Romeo and Juliet are suffering because they can't meet, but that passion gives them power to find a way to see each other:
- <u>Act 2, Scene 1</u>: On his way home from Capulet's feast, Romeo turns back and jumps the wall of Capulet's garden. Benvolio calls for Romeo and Mercutio bawdily conjures Romeo, but he will not appear, and his friends depart.
- <u>Act 2, Scene 2</u>: In Capulet's garden Romeo sees Juliet come to her window. He is entranced by her beauty and listens as she tells the night that she loves Romeo and

wishes that he had another name. Romeo surprises her by offering to take another name for her love. At first, Juliet worries for Romeo's safety and then she worries that he may be a deceiver, but he wins her over with passionate vows of love. They pledge their love to one another and then Juliet is called away by the Nurse. . . . Answering the call of the Nurse, Juliet goes into the house, then comes right back out and tells Romeo that the next day she will send a messenger to find out when and where she is to meet and marry him. Juliet is again called back into the house, and Romeo starts to leave, but Juliet again comes back out, to set a time that her messenger should go to Romeo. Romeo tells her that the messenger should come at nine in the morning. They say a long goodbye, and after Juliet is gone, Romeo says that he will go to the cell of Friar Laurence to get his help.

- <u>Act 2, Scene 3</u>: At dawn Friar Laurence gathers herbs and comments on how -- in both plants and people -- everything has some good, and every good can be abused and turned to evil. . . . Romeo appears and tells Friar Laurence that he has fallen in love with Juliet and wants him to marry them. The Friar criticizes Romeo for jumping so quickly from love of Rosaline to love of Juliet, but agrees to perform the ceremony because he thinks that the marriage may end the hatred between the Capulets and Montagues.
- <u>Act 2, Scene 4</u>: Mercutio wonders where Romeo is. Benvolio says that Tybalt has sent a challenge to Romeo, and Mercutio scornfully describes Tybalt as an conceited killer. . . . Mercutio kids Romeo about love, and Romeo joins in the bawdy repartee. . . . Mercutio bawdily mocks the Nurse, who tells Romeo that she wants a word in private with him. . . . The Nurse complains about Mercutio, receives from Romeo the information about time and place of the wedding, then chatters on about how sweet Juliet is.
- <u>Act 2, Scene 5</u>: Juliet impatiently awaits the return of the Nurse with news from Romeo.... The Nurse teases Juliet by finding all kinds of ways to <u>not</u> deliver the joyful news, but finally tells her that she is to go Friar Laurence's cell to be married to Romeo.
- <u>Act 2, Scene 6</u>: Just before the wedding, Friar Laurence advises Romeo to love moderately.... Romeo and Juliet tell each other how much they love one another, and Friar Laurence leads them off to be married.
- <u>Act 3, Scene 1</u>: On the streets of Verona Benvolio tries to persuade Mercutio that it's best to stay out of the way of the Capulets and a quarrel, but Mercutio jokingly claims that Benvolio is as much of a quarreler as anyone. . . . Tybalt, looking for Romeo, is challenged to a fight by Mercutio, but then Romeo appears. . . . Tybalt challenges Romeo to fight. Romeo refuses, but Mercutio steps forward and fights Tybalt. As Romeo is trying to stop the fight, Tybalt gives Mercutio a wound, then runs away. Mercutio dies. Romeo is ashamed of himself for letting Mercutio do the fighting, and when Tybalt returns, Romeo kills him. Benvolio has a hard time getting the dazed Romeo to leave the scene. . . . Benvolio tells the Prince what happened. Lady Capulet wants Romeo's life, but the Prince levies fines and exiles Romeo.
- <u>Act 3, Scene 2</u>: Juliet longs for the coming of night and Romeo. . . . The Nurse appears; she has seen Tybalt's corpse and heard that Romeo has been banished. The Nurse is so overwrought that her words first make Juliet think that Romeo is dead. When the Nurse finally makes it clear that Tybalt is dead and Romeo is banished, Juliet first turns against Romeo for killing her cousin, then defends him for killing the man who would have killed him. Then Juliet remembers that the Nurse said Romeo has been "banished," which drives her to despair. The Nurse promises Juliet that she'll make arrangements for Romeo to come that night for a farewell visit.
- <u>Act 3, Scene 3</u>: Learning from the Friar that he is to be banished, Romeo declares that the Friar is torturing him to death, then throws himself on the floor, moaning and weeping.... The Nurse brings news that Juliet is in just as bad shape as Romeo. Romeo, wild with guilt at the pain he has caused Juliet, tries to stab himself. Friar Laurence lectures Romeo and tells him what to do -- go to Juliet, then to Mantua until the Prince can be persuaded to pardon him. The Nurse gives Romeo the ring that Juliet asked her to take to him. These things put Romeo into a better frame of mind and he leaves Friar Laurence's cell to go to Juliet.

- <u>Act 3, Scene 4</u>: On a sudden impulse, Capulet promises Paris that Juliet will marry him the day after tomorrow.
- Act 3. Scene 5: Just before dawn Romeo is preparing to leave, but Juliet declares that it's still night, so he can stay. Romeo offers to stay and die, but Juliet urges him to leave.... The Nurse hurries in with the news that Juliet's mother is coming. Romeo kisses Juliet and leaps out the window. Juliet asks if they will ever see each other again; Romeo is sure they will, but Juliet is full of foreboding. . . . Lady Capulet, assuming that Juliet is weeping for Tybalt, tells her that she's grieving too much, then decides that Juliet must be weeping because revenge has not been taken upon Romeo. Lady Capulet expresses her hatred of Romeo and Juliet appears to agree with her, though what she really means is that she loves Romeo. Lady Capulet then delivers news which she thinks ought to cheer up Juliet -- she is to be married to Paris. Juliet declares that she will not. Lady Capulet replies that Juliet's father is coming, so Juliet ought to tell him that she won't marry Paris, if she dares.... Lady Capulet tells Capulet that Juliet has refused to marry Paris. Enraged, Capulet threatens to throw her out of the house if she doesn't change her mind. Juliet pleads with her mother to intervene, but Lady Capulet refuses. . . . Juliet asks the Nurse for advice, and she tells Juliet that she ought to marry Paris because Romeo can never come back and Paris is better looking, anyway. Juliet pretends to accept the Nurse's advice but decides that she will go to Friar Laurence for his advice. If he can't help her, she will kill herself.
- <u>Act 4, Scene 1</u>: As Paris is making arrangements with Friar Laurence to perform the wedding ceremony between himself and Juliet, she appears. Paris tries to tease some sign of affection out of Juliet and reminds her that they are to be married on Thursday. . . . Juliet says that she will kill herself rather than marry Paris, and the Friar comes up with the plan for her to take the drug which will make her appear dead for 42 hours, so that the wedding will be called off and Romeo can come and take her to Mantua.
- <u>Act 4, Scene 2</u>: Capulet is making arrangements for the wedding feast when Juliet appears, begs her father's pardon, and tells him that she will marry Paris. This makes Capulet so happy that he moves the wedding up to the very next day, Wednesday.
- <u>Act 4, Scene 3</u>: Juliet persuades her mother and the Nurse to leave her alone. She agonizes over everything that could go wrong, is terrified by visions of the grave, and drinks to Romeo.
- <u>Act 4, Scene 4</u>: The Capulets and their servants are busily preparing for the wedding. Paris' musicians are heard, and Capulet sends the Nurse to awaken Juliet.
- <u>Act 4, Scene 5</u>: The Nurse tries to awaken Juliet, but finds that she is (apparently) dead. Lady Capulet and Capulet come running, then lament their daughter's death. . . . The rest of the wedding party arrives, only to find that Juliet is dead and hear the clamor of lamentation. Capulet, Lady Capulet, Paris, and the Nurse go nearly wild with grief, but Friar Laurence takes command of the situation by reminding everyone that Juliet is now in a better place, and telling them proceed with her funeral. . . . As the musicians are starting to leave, Peter rushes in and demands that they play a sad song to cheer him up. They refuse, Peter insults them with a riddle, and they all leave to wait for lunch.
- <u>Act 5, Scene 1</u>: Romeo expects good news from Verona, but receives the news that Juliet is dead. He buys poison of an apothocary and says that he intends to return to Verona and join Juliet in death.
- <u>Act 5, Scene 2</u>: Friar John explains to Friar Laurence why he was unable to deliver Friar Laurence's letter to Romeo. Friar Laurence sends Friar John to get a crowbar and makes plans to be there when Juliet awakes, write again to Romeo in Mantua, and hide Juliet in his cell until Romeo arrives.
- <u>Act 5, Scene 3</u>: Paris comes to Juliet's grave to strew flowers and weep. He sends his Page a ways off, to act as a look-out. Paris promises to visit Juliet's grave every night, then the Page whistles to warn him that someone is coming. Paris sees a torch and withdraws into the darkness to see who else has come to Juliet's grave. . . . Romeo sends Balthasar away with a letter for Romeo's father, and starts to open the tomb. Paris comes forward and tries to arrest Romeo. They fight, and Romeo kills Paris. As he is

dying, Paris asks to be laid next to Juliet. Romeo does this, pledges his love to Juliet, takes the poison, and dies. . . Friar Laurence comes and finds Romeo and Paris dead. Juliet awakes and Friar Laurence tries to persuade her to come out of the grave, but being afraid of being found there by the watchmen, he runs away. Juliet kills herself with Romeo's dagger. . . . Paris' Page brings the watchmen to the monument of the Capulets. Watchmen find Balthasar and Friar Laurence. Prince Escalus arrives, then Capulet, Lady Capulet, and Montague. Friar Laurence tells his story, which is confirmed by Balthasar, Paris' Page, and the letter from Romeo to his father. Montague promises to build a golden statue of Juliet, and Capulet promises to build one of Romeo.